

Curriculum Area Progression Summary

Area of Learning: Literacy – Reading



| Stage | Summary of key skills and knowledge to be acquired |
|-------|---|
| 1 | <ul style="list-style-type: none"> ● Attends to sounds and uses own voice to make sounds ● Responds to sensory stimuli |
| 2 | <ul style="list-style-type: none"> ● Show interest in looking at photos, pictures and books with an adult ● Imitates sounds patterns made by an adult |
| 3 | <ul style="list-style-type: none"> ● Identifies familiar sounds, voices, photographs and pictures ● Interested in books and rhymes and shows a response to these |
| 4 | <ul style="list-style-type: none"> ● Identifies and discriminates between two given sounds ● Recognises and matches familiar symbols and own name with picture clue ● Repeats words and phrases from familiar stories and fills in the gap of a story, e.g. 'Humpty Dumpty sat on a |
| 5 | <ul style="list-style-type: none"> ● Enjoys and shows awareness of rhyme and rhythmic activities ● Suggests what might happen in a story and can describe the setting, main characters and key events ● Reads familiar words and holds the book correctly and reads left to right |
| 6 | <ul style="list-style-type: none"> ● Hears and says the initial sounds in words ● Segment sounds in simple words and blend sounds together ● Begins to read words and simple sentences |
| 7 | <ul style="list-style-type: none"> ● Reads and understands simple sentences ● Says sounds for 40+ Graphemes ● Can talk about what they have read to others e.g. retelling the story |
| 8 | <ul style="list-style-type: none"> ● Reads simple books fluently ● Reads many of the High Frequency words ● Can answer questions about a book they have read |
| 9 | <ul style="list-style-type: none"> ● Reads accurately and confidently most age appropriate books ● Answers questions about their book using the book for evidence and recount what has happened so far. |
| 10 | <ul style="list-style-type: none"> ● Able to listen to, discuss and express views about a wide range of literature, some of which they can read independently and at a level beyond that which they can read independently. ● Read a wide range of non-fiction texts and knows how they are structured. |